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ABSTRACT

This curriculum resource guide on body and fender repair is one of a series of seventeen specialized curriculum guides for occupational education for the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: auto body compounder, auto body disassembler and assembler, auto body masker, auto body sander, building maintenance cleaner, polisher and get-ready man, and helper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each of seventy-six topics. Also included are appropriate personal appearance topics. (LRA)

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BODY & FENDER REPAIR

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Division of Occupational Education, Division of Special Education, Westbury, New York

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This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County – that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked – or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool – a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

CREDITS AND ACKNOWLEDGMENTS

Division of Occupational Education

Supervisors

Clarence R. Becker
Alexander Modderno
Francis J. Russo
Arthur Side

Project Supervisor

Clarence R. Becker

Project Coordinator

Aaron J. Schaeffer

Editorial Coordinator

Arlene B. Soifer,
Research and Development Div.

Project Field Staff

Robert Cicchetti
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Curriculum Resource Staff

Kenneth Caulfield
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Joan Whittle

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Frank Blasio
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James Fogarty
Phillip Forgash
Irving Goldberg
Lee Gould
Richard Kresse
Naomi Lubarski
Russell Riggio

Division of Research and Development, Resource Staff

Jack Tanzman, Director
Barbara Breen
Dr. Gene Gilmer
Theodore Illg
Arlene B. Soifer
Vivian Zwaik

Division of Special Education, Advisory Team

Dr. Henry V. Colella, Asst. Supt.
Ida Acunto
Dr. Thomas Feniger
Robert Haule
Dr. Emil Lombardi

In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION

COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

x

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
Getting to School and/or Work B1
Identifying Oneself to Strangers B2
Punctuality B5
Relationship with Co-workers B7
Reporting to Supervisor or Person in Charge B13
Riding in Elevators B14
Riding on Escalators B15
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Safely B25
Working Under Pressure B27
VI Work Tolerance
Keeping Busy During Slow Periods B4
Relationship with Co-workers B7
Relationship with Customers B9
Relationship with Supervisors B11
Reporting to Supervisor or Person in Charge B13
Sitting or Standing for Long Periods of Time B16
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Under Pressure B27

Books in this series include:

Automotive Maintenance
Body and Fender Repair
Building Maintenance
Building Trades
Distributive Services
Electronic Assembly
Floriculture
Food Services
Graphics
Mechanical Assembly
Office Services
Ornamental Horticulture
Packaging
Personal Services, Health Oriented
Personal Services, Housekeeping Oriented
Plastics Manufacturing and Assembling
Wood Products Assembly

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8	Personal Hygiene and Proper Dress
9	Auto-Body Disassembler and Assembler
10	Working in Automotive and Auto-Body Repair Occupations
11	Working with Hand Tools
11	Working with Electrical Equipment .
12	Removing and Reinstalling Interior Door Trim
12	Removing and Reinstalling Bumpers

14	Removing and Reinstalling Exterior Door Moldings and Hardware
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16	Removing and Reinstalling Windshield Wipers
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23	Refilling Masking Machines with Tape and Paper
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73	Removing Hoods
74	Removing Wheels
74	Removing Brake Drums
76	Personal Hygiene and Proper Dress

TOPIC: Getting to School and/or Work

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

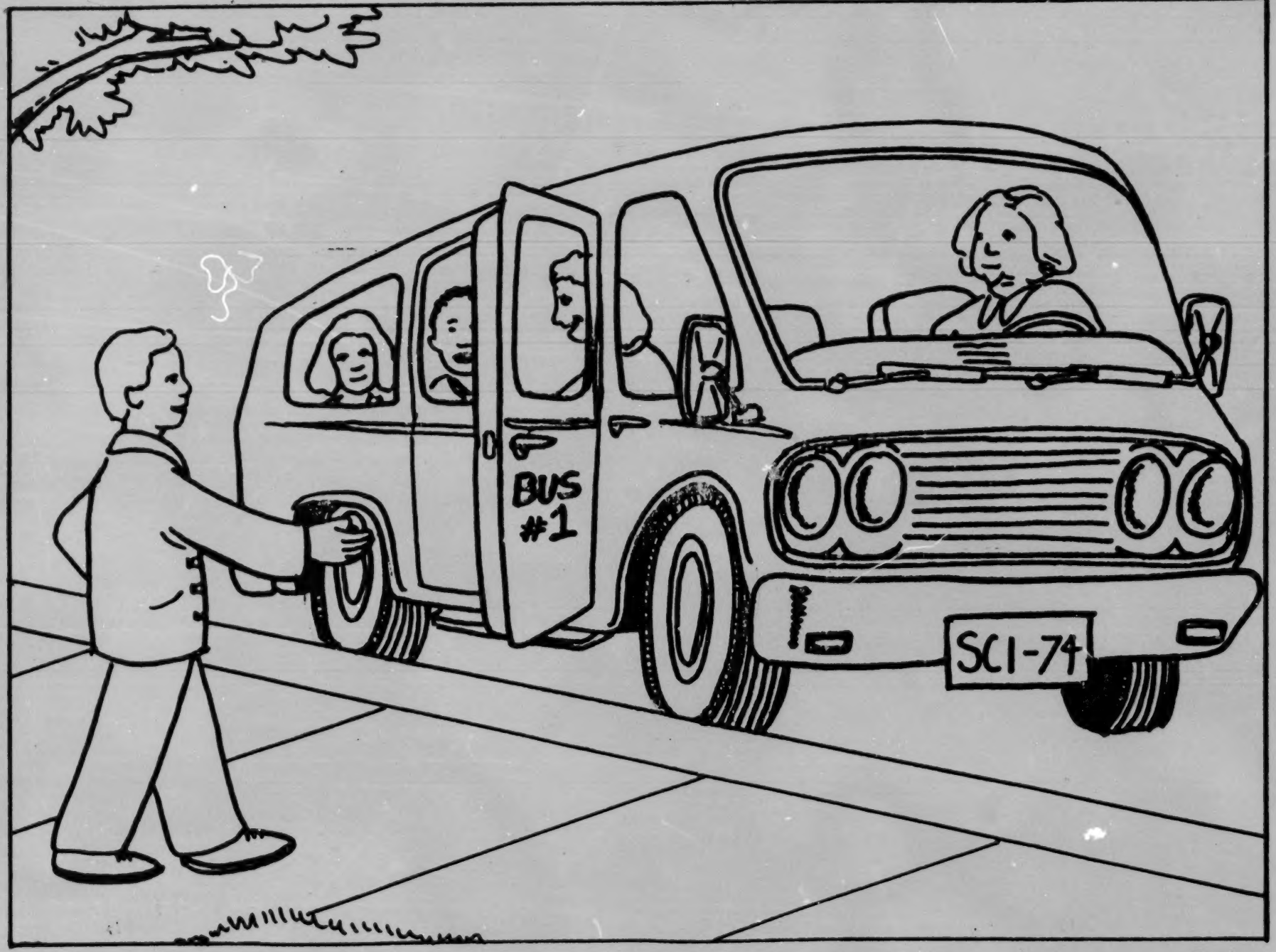
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.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TOPIC: Identifying Oneself to Strangers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Keeping Busy During Slow Periods

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Punctuality

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

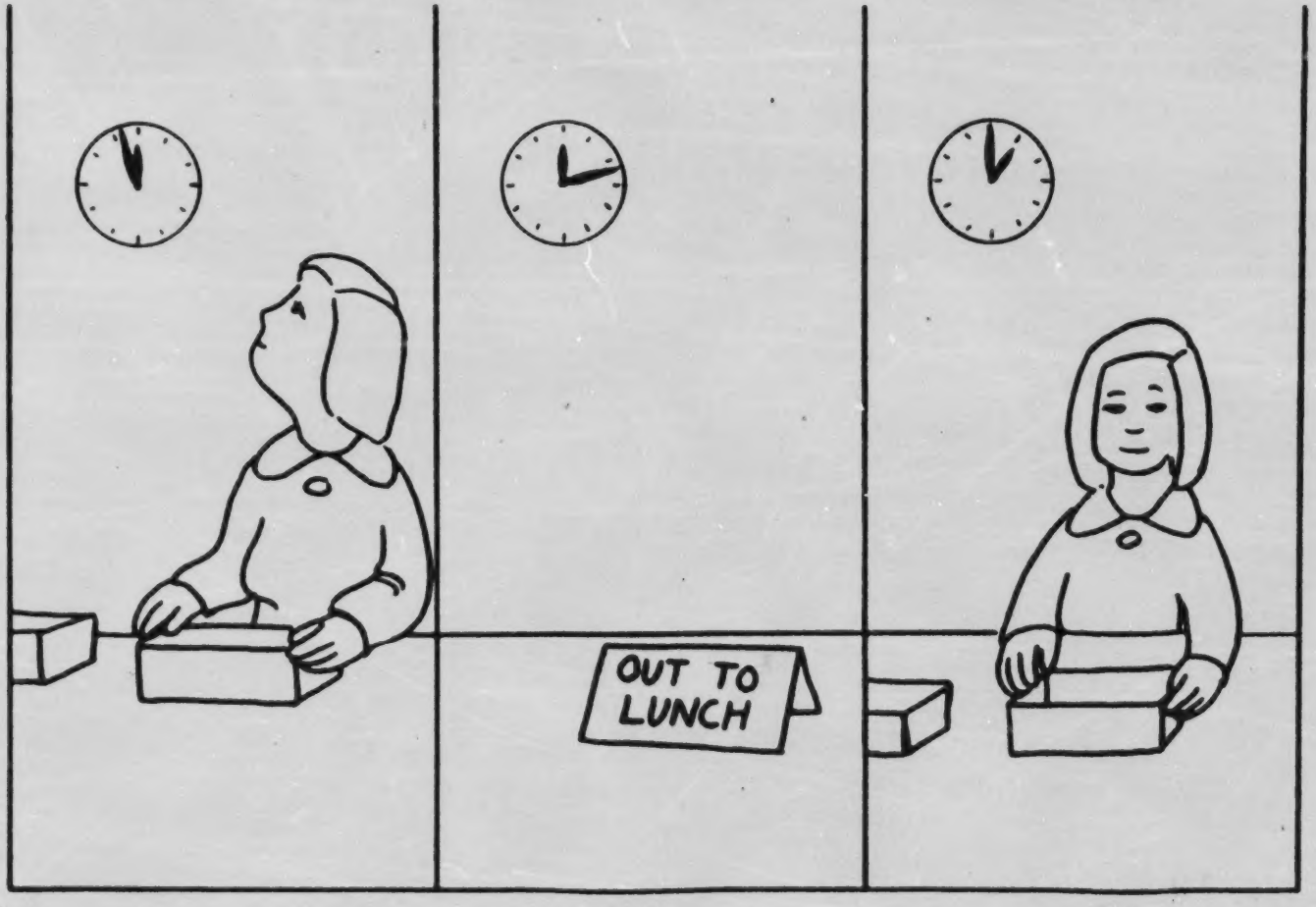
T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Relationship with Co-workers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Customers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.

RRRRIING!
ONE MOMENT, PLEASE!

TOPIC: Relationship with Customers (cont.) JOB-REQUIRED BEHAVIORS

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

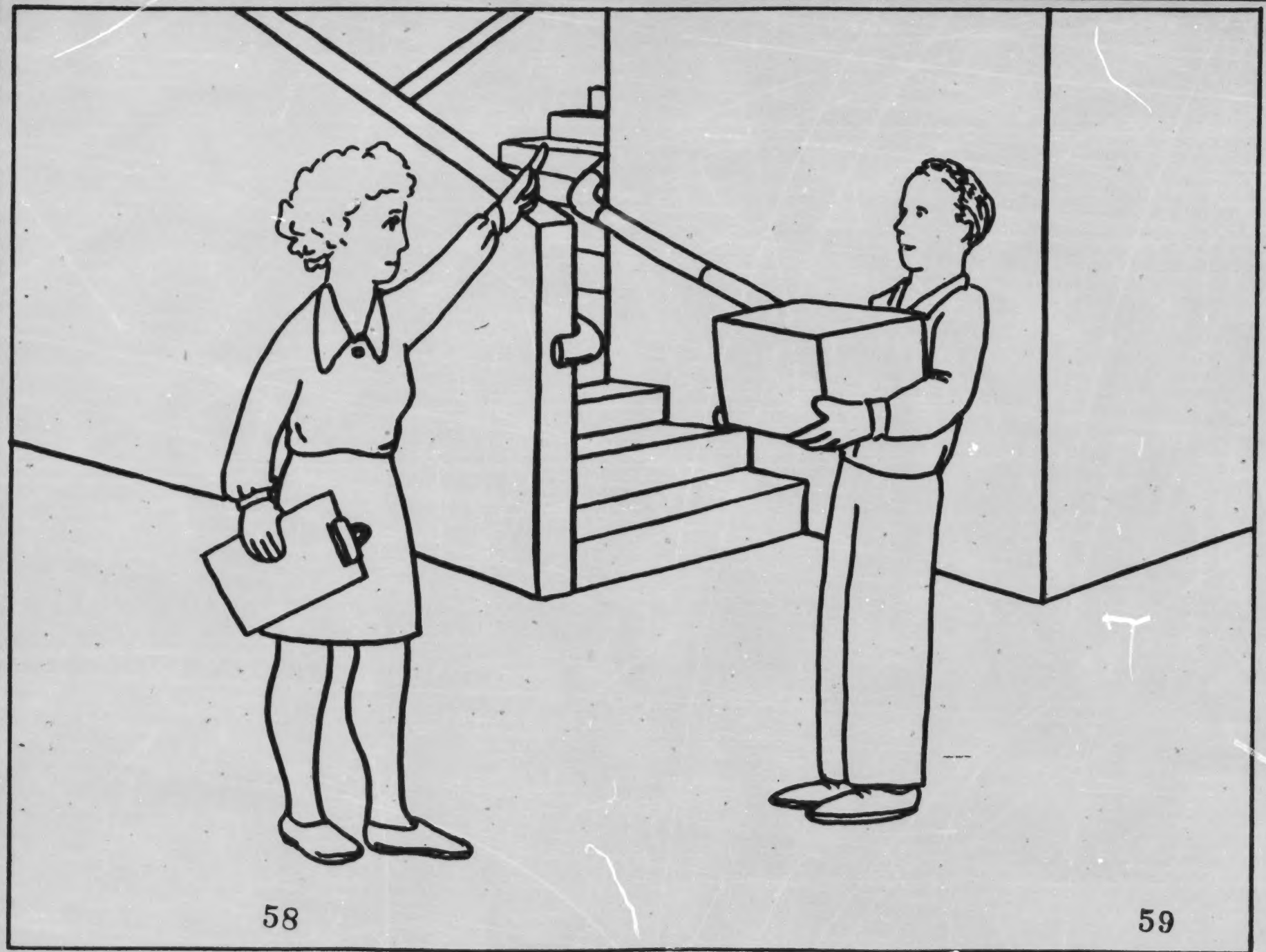
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



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B11-1

TOPIC: Relationship with Supervisors (cont.) JOB-REQUIRED BEHAVIORS

Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

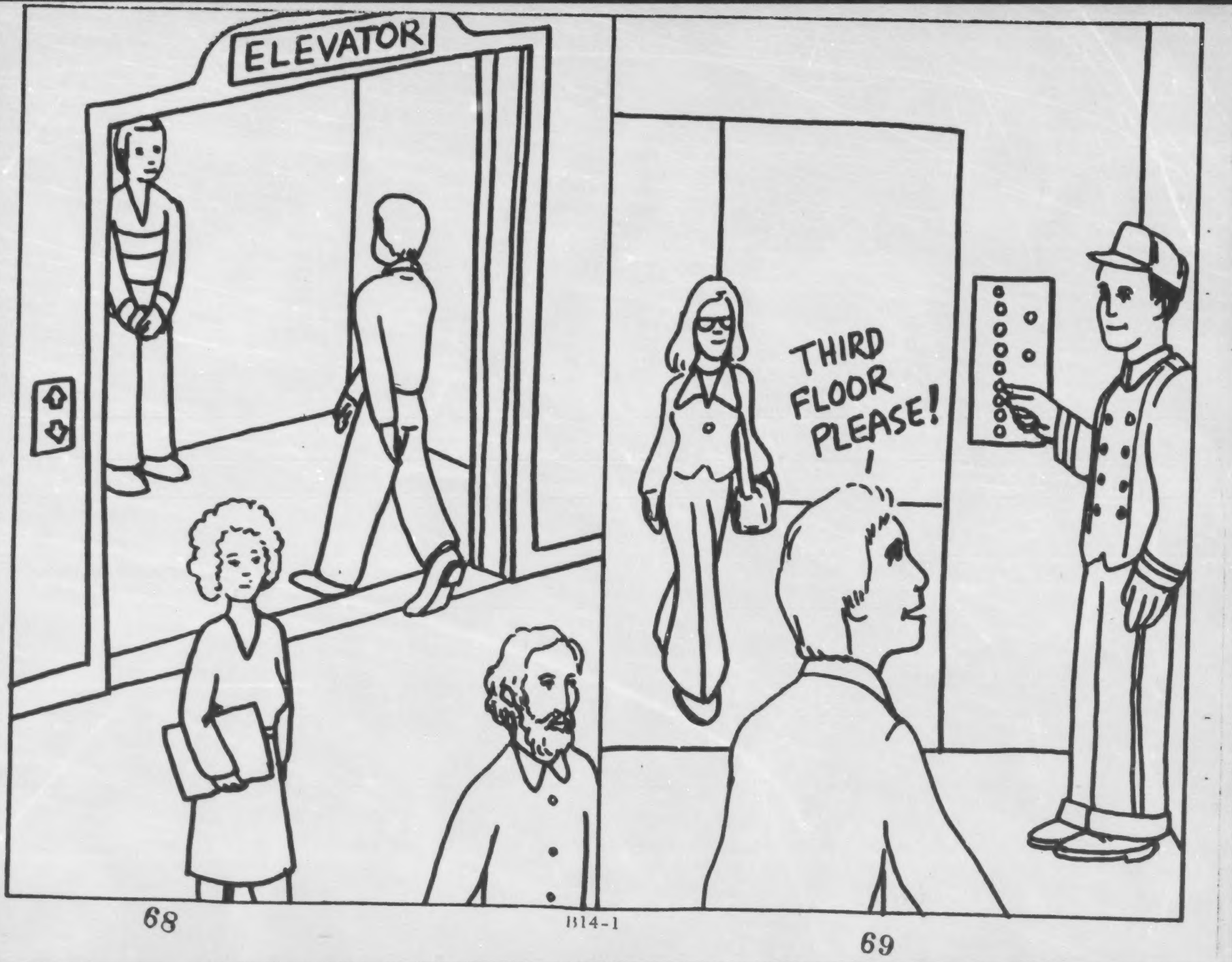
T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ELEVATOR
THIRD FLOOR PLEASE!
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TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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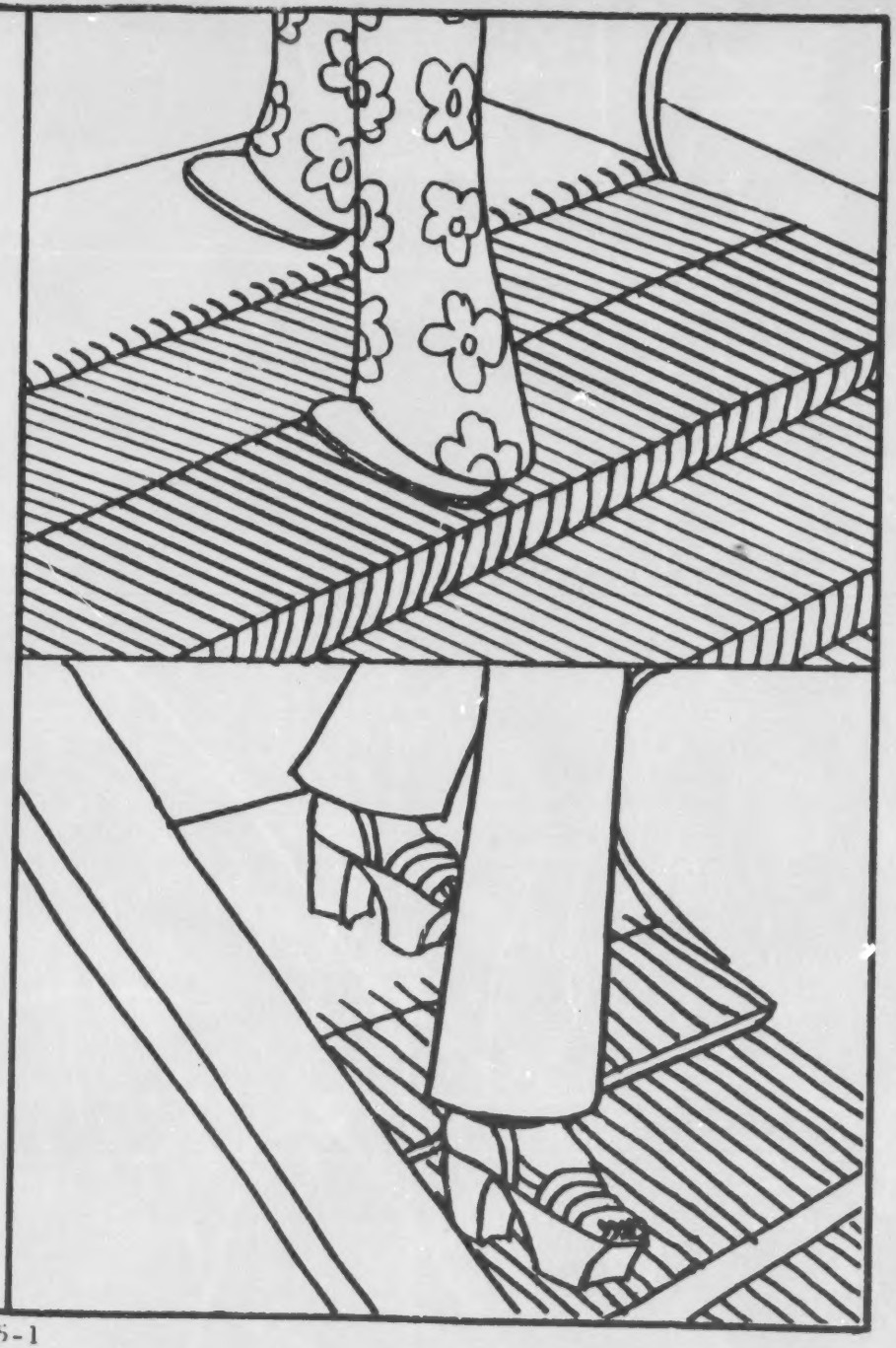

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TOPIC: Sitting or Standing for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

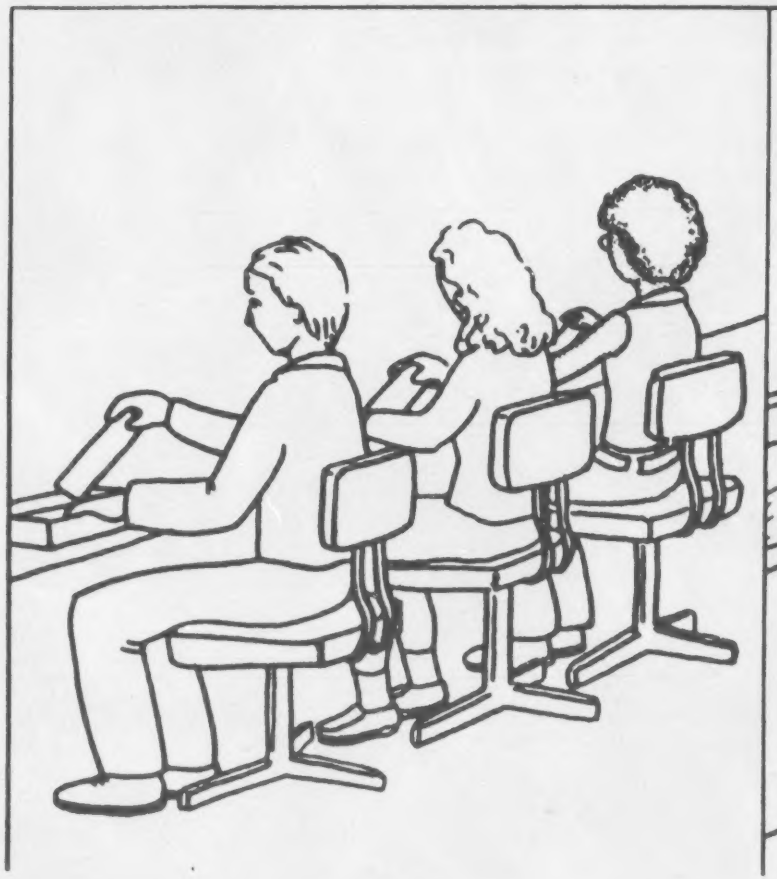
T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Stooping or Kneeling for Long Periods of Time JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

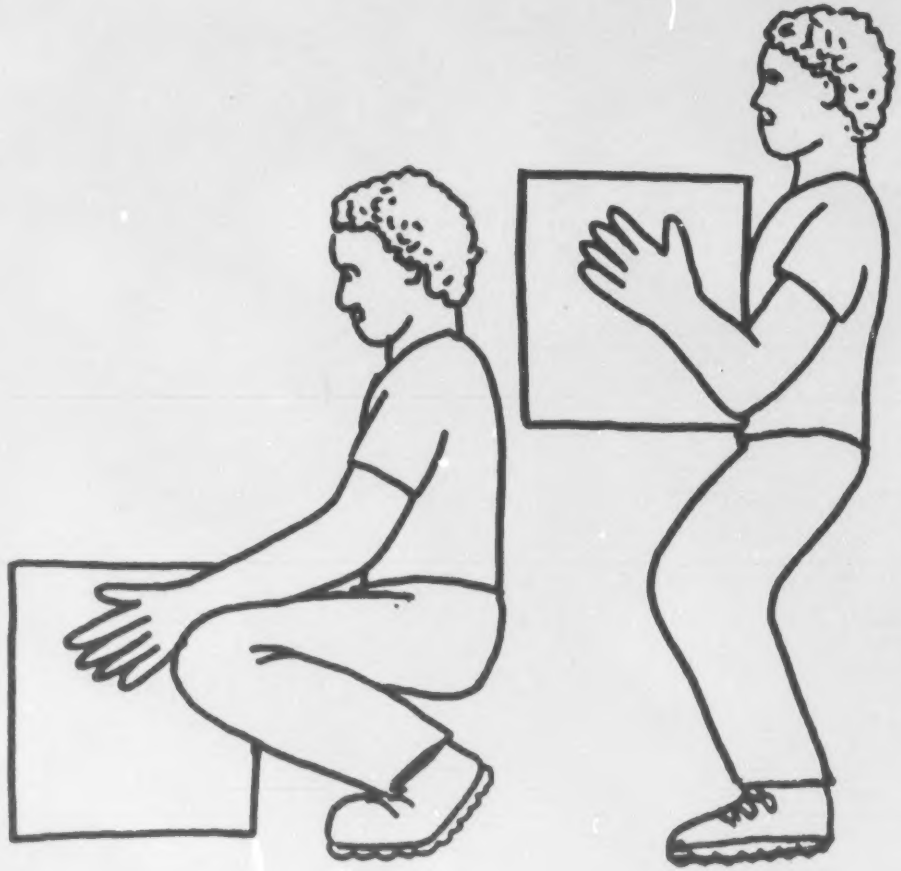
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

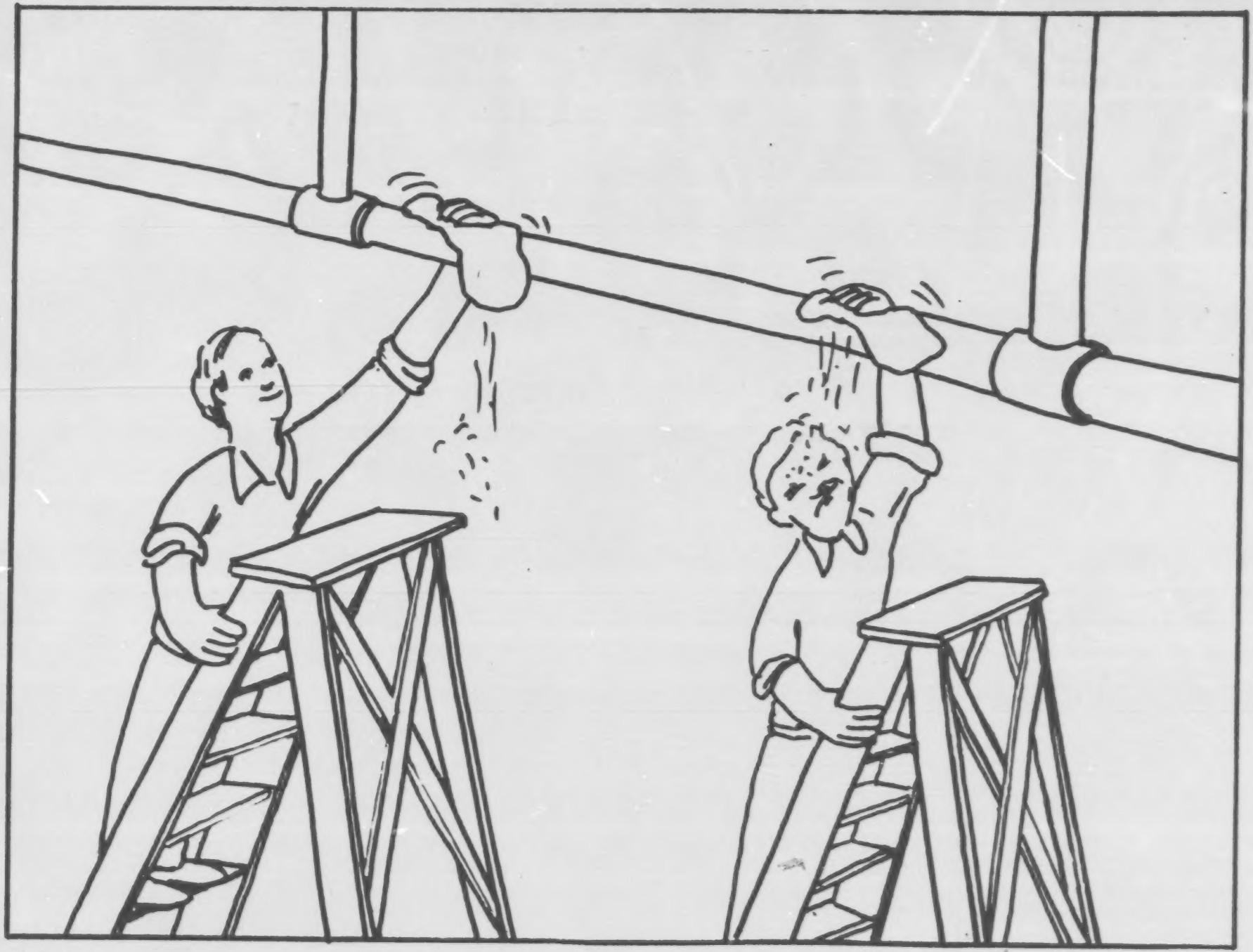
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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B19-1

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TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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B21-1

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TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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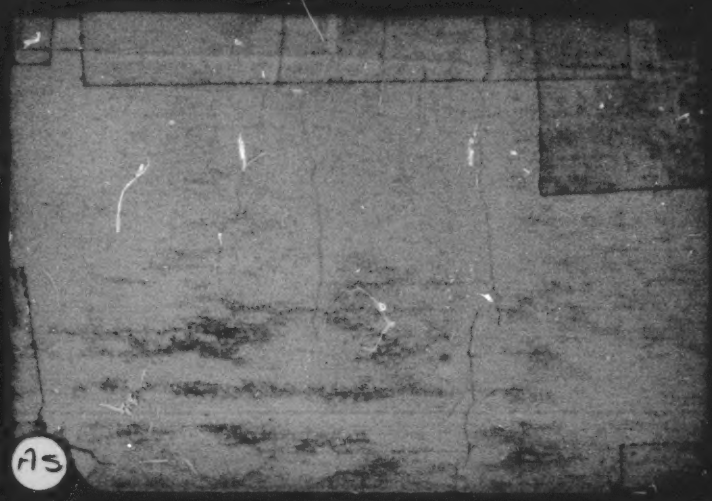

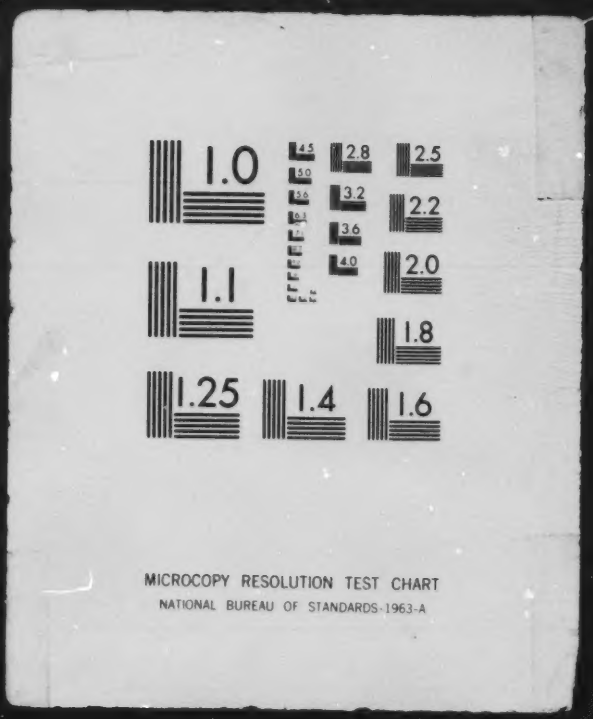
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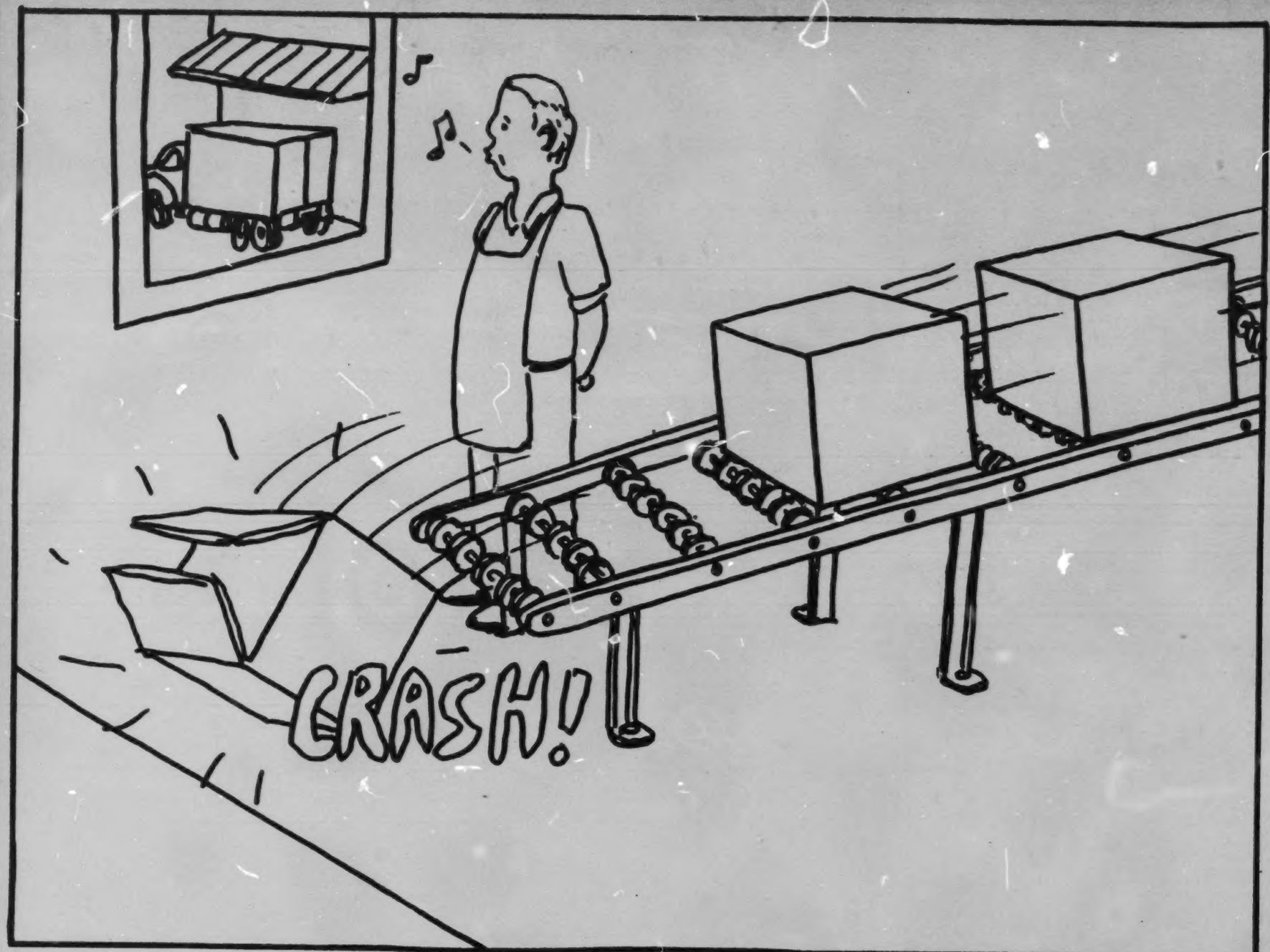

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TOPIC: Working in Public Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

B23-1

TOPIC: Working in Public Areas (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Safely

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

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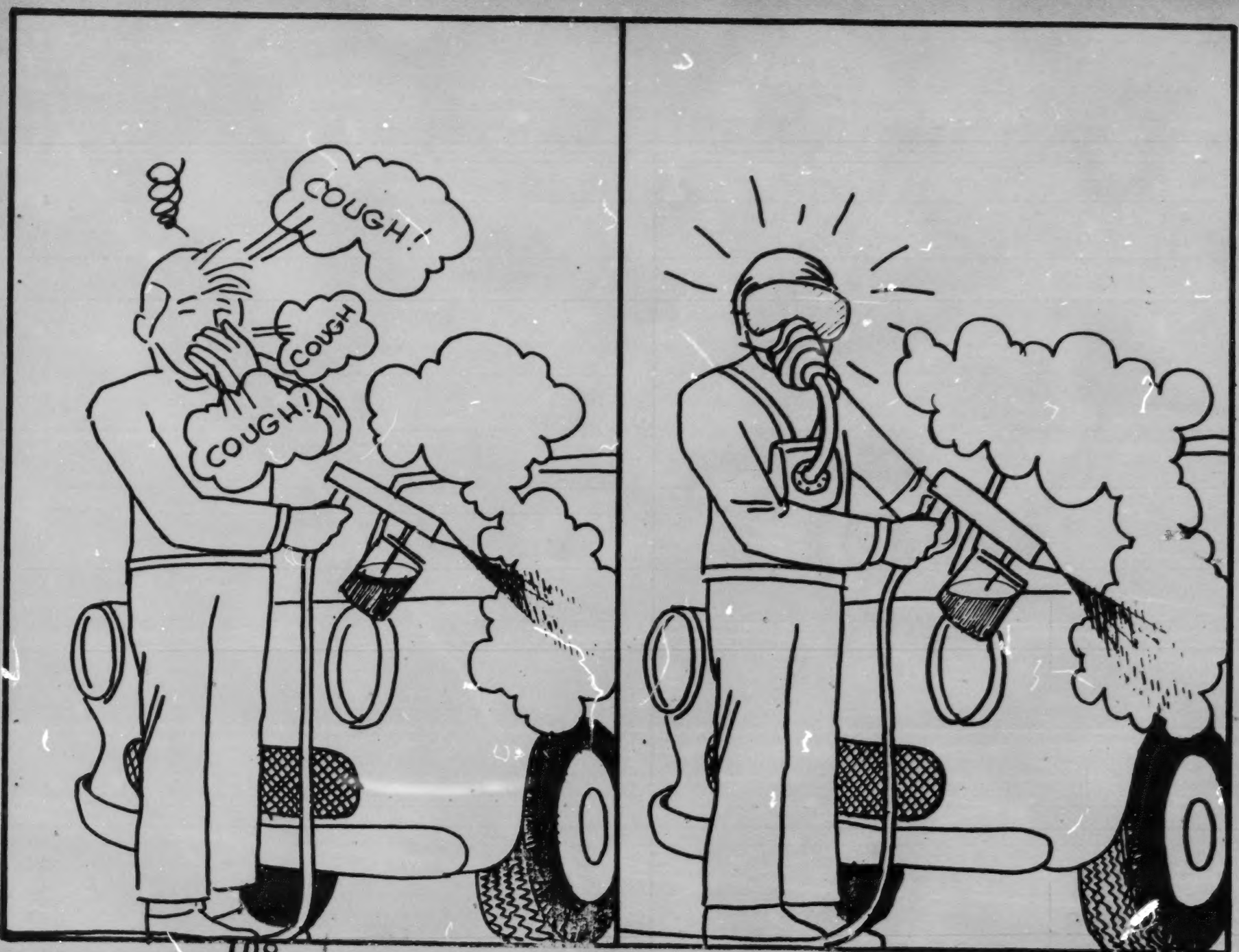

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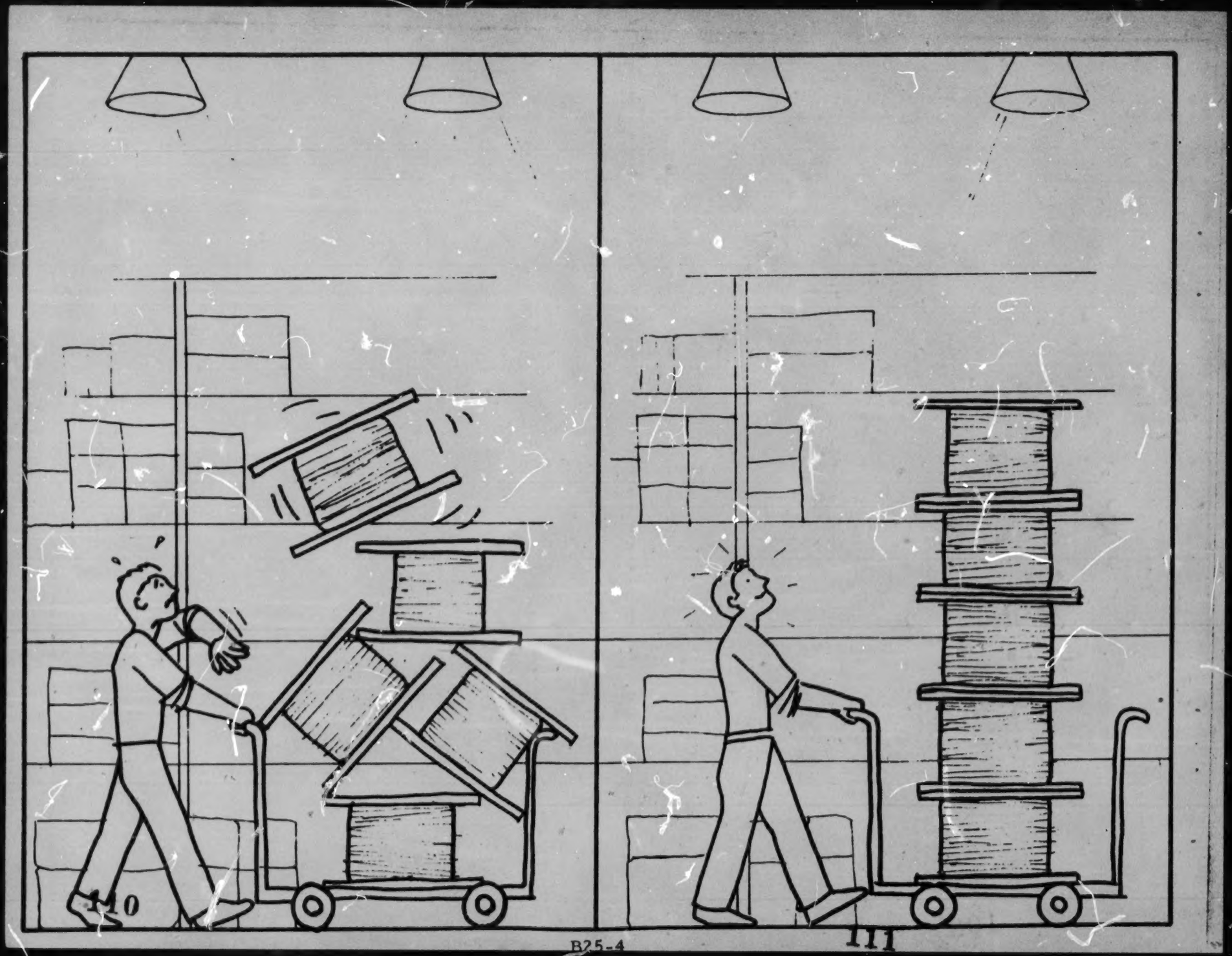

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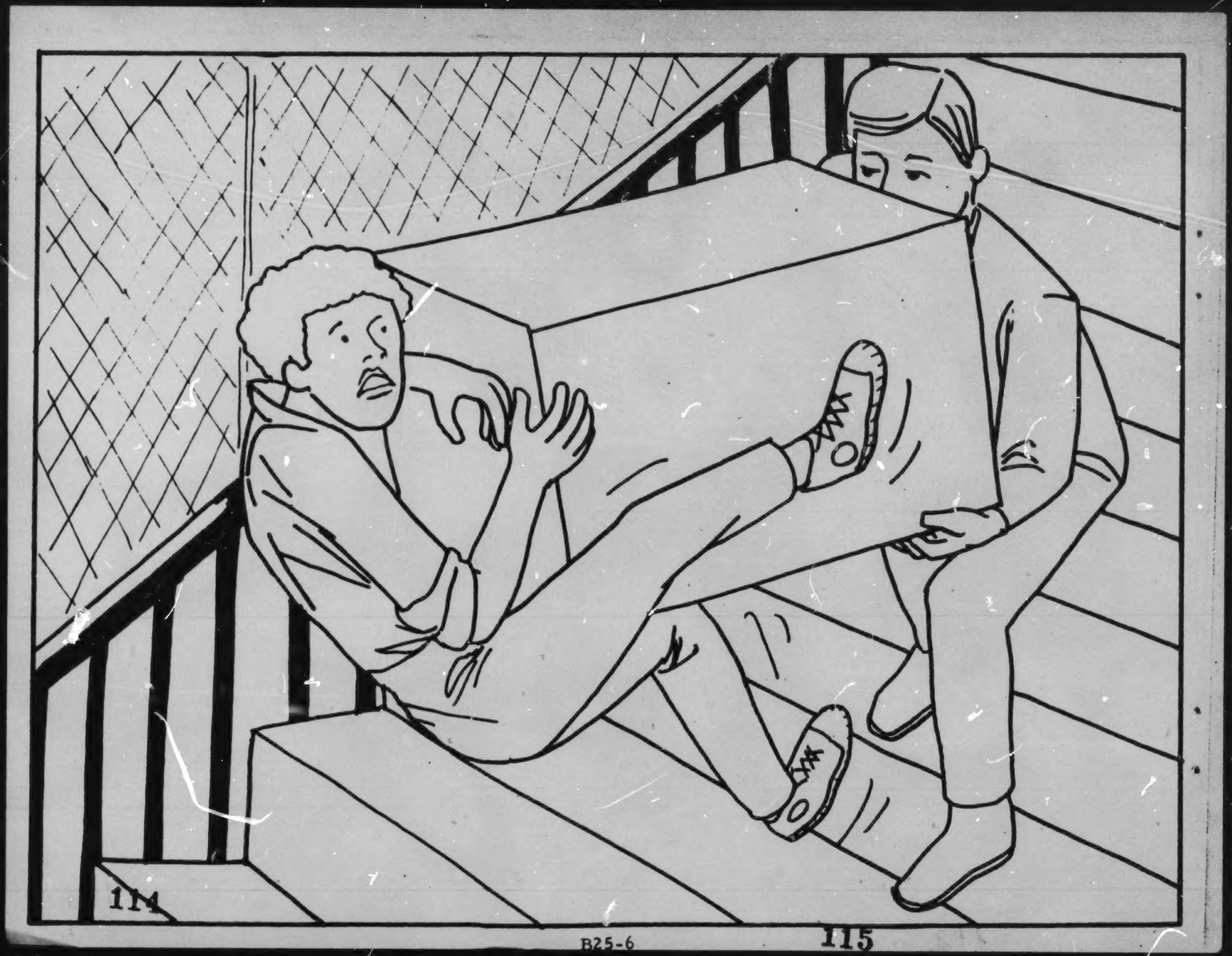
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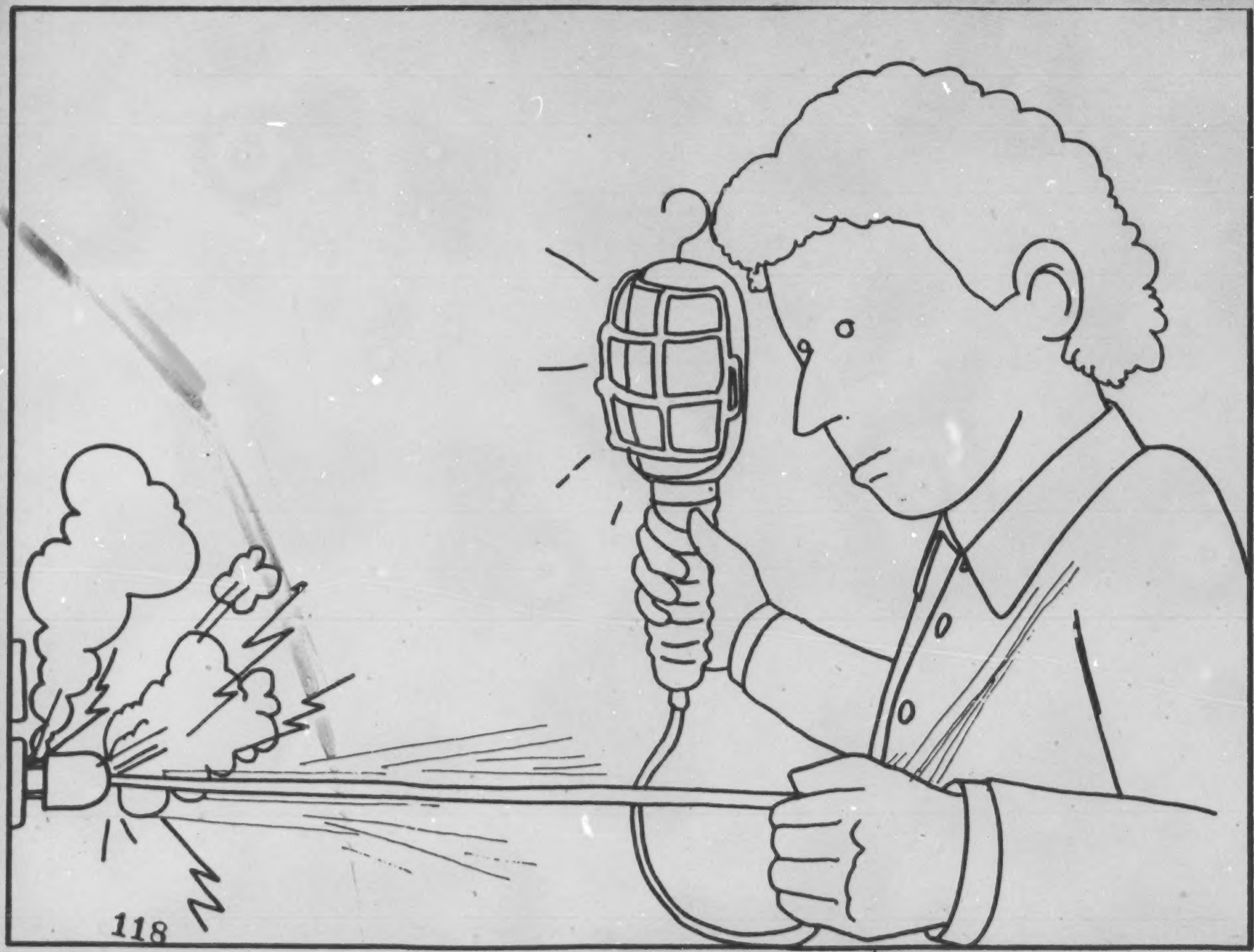

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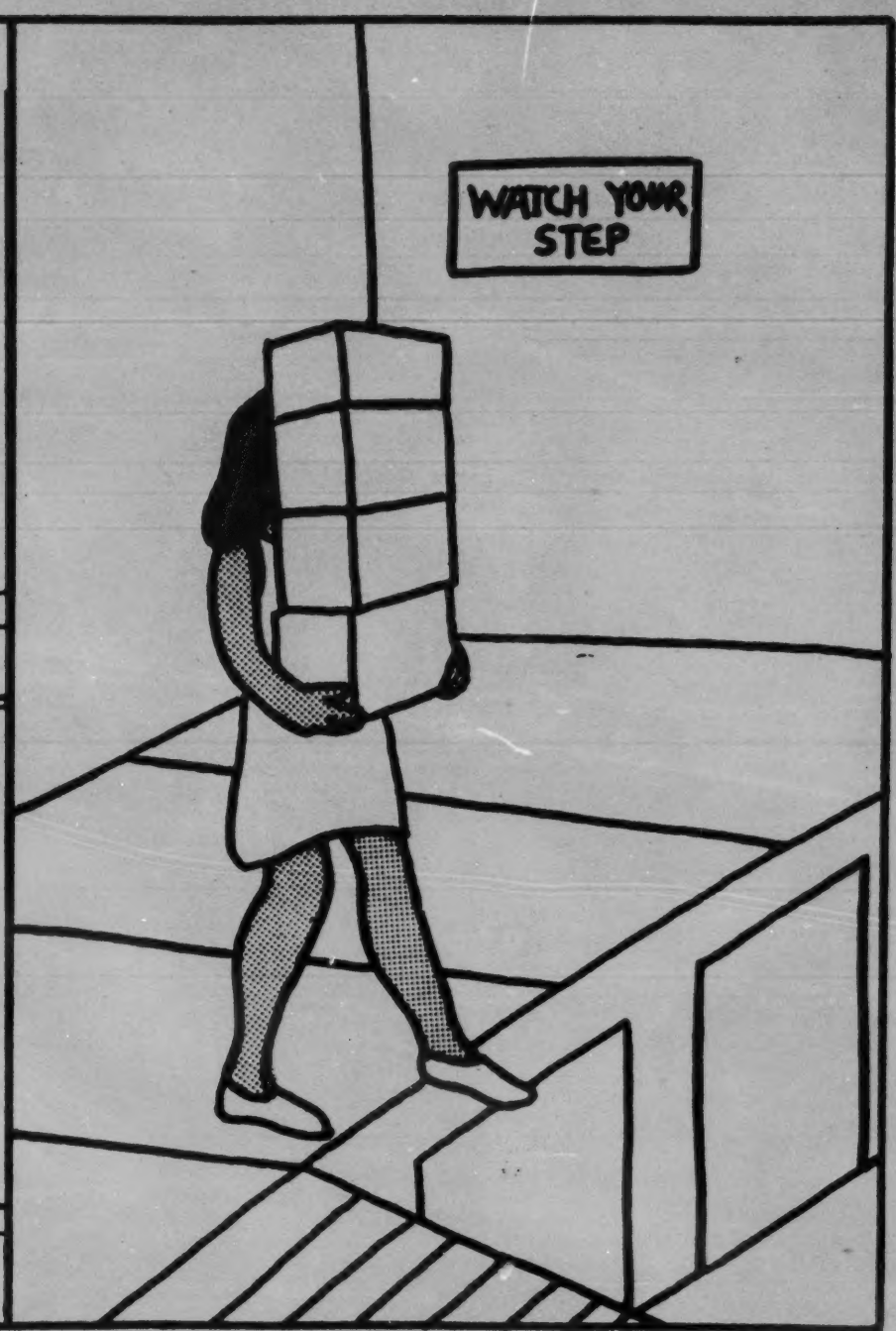

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TOPIC: Working Safely (cont.) JOB-REQUIRED BEHAVIORS

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

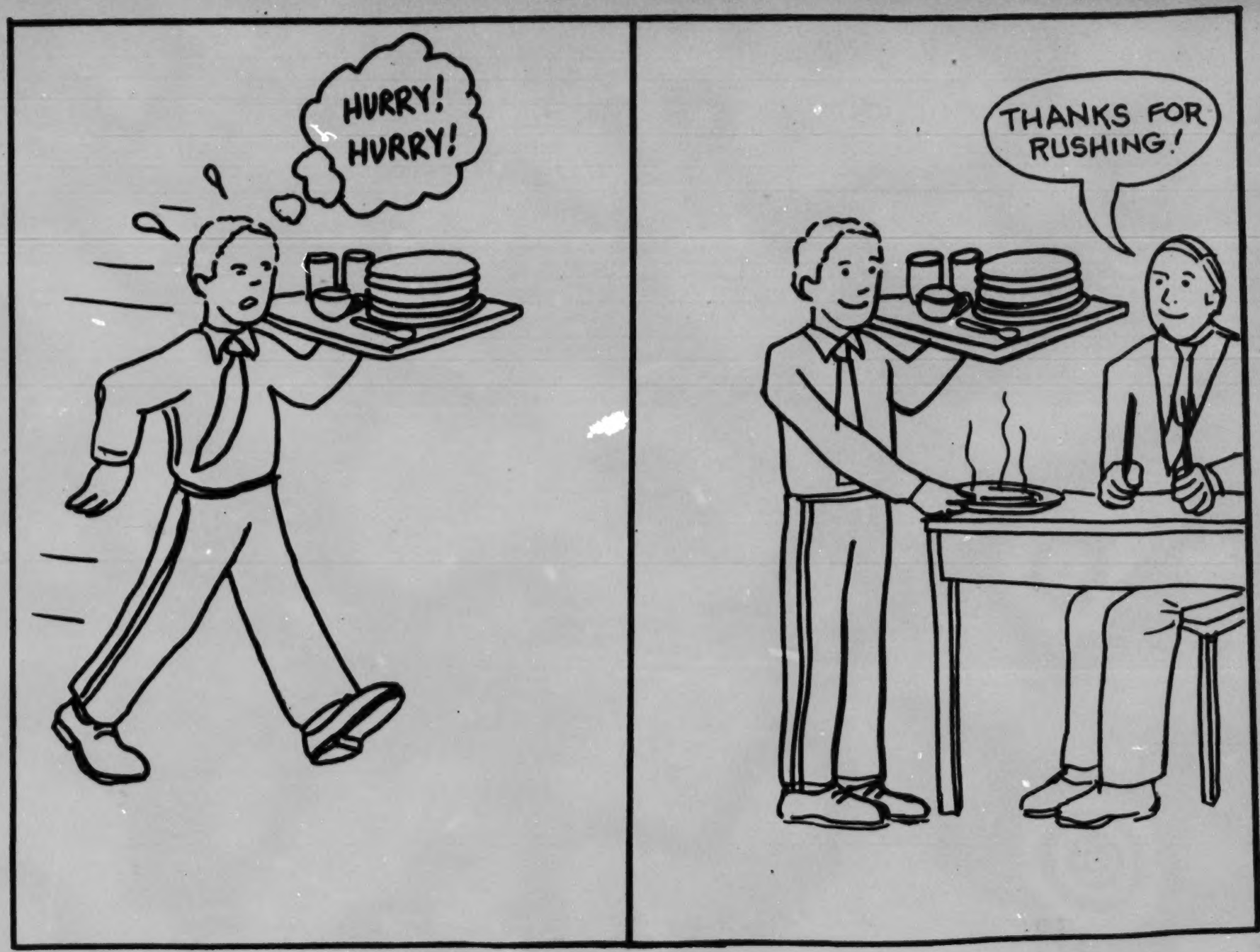
T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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New York, NY 10022

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Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

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Washington, DC 20009

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Chicago, IL 60610

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Job Corps, Development Division, Manpower Administration
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Office of Manpower, Automation and Training
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University of Toronto
College of Education, Guidance Center
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An Auto-Body Compounder

- performs the following major tasks:

  washes and dries motor vehicles manually

  compounds and buffs motor vehicle surfaces using grinder

- wears a protective face mask and safety goggles when spraying with chemicals or paints
- works usually independently of other workers
- works under informal supervision
- works in an environment that varies from a small cramped work area with fumes and dust in atmosphere to a large auto-repair shop with a high noise-level; moves about or stands most of the time

TOPIC: Working in Automotive and Auto-Body Repair Occupations

AUTO-BODY COMPOUNDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various automotive trade areas which he has visited, seen on film or read about.

S describes how to guard against safety hazards when working in automotive and auto-body repair shops:

- Hold and use electrical equipment correctly; turn equipment off when not in use
- Wear face mask and safety goggles for protection against dust
- Do not brush against, strike or grab objects, to avoid injury from sharp metal edges
- Wear sturdy, oil-resistant shoes to avoid slipping on floors
- Wear face mask and safety goggles, use explosion-proof spray booth if possible, and do not smoke when working with toxic and explosive fumes

S discusses habits a worker must have in order to work safely and productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in automotive and auto-body repair occupations.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Wearing Protective Masks — AUTO-BODY COMPOUNDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses need for wearing a protective mask when sanding or when spraying with chemicals or paints.

S puts on mask, making sure it covers face snugly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain need for wearing protective mask when sanding, or when spraying with chemicals or paints, and (2) put on mask correctly, making sure it covers face snugly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Washing Motor Vehicles Manually

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S hoses surface of motor vehicle.

S applies sudsy water to roof of motor vehicle, making sure always to wash vehicles from top down.

S rinses roof.

S continues to wash motor vehicle doing hood and front fenders next.

S rinses each section as it is cleaned.

S washes trunk lid and rinses.

S washes and rinses bumpers, hubcaps and wheels last, explaining that these areas are the most heavily soiled.

TOPIC: Washing Motor Vehicles Manually (cont.) AUTO-BODY COMPOUNDER

Safety Considerations: Walk carefully on slippery floors
Avoid getting soap in eyes
Wipe sharp metal edges on vehicle carefully to avoid bruises or cuts

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to wash vehicle manually by (1) first wetting its entire surface, (2) working from top down, and (3) rinsing each section after it has been cleaned. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Drying Washed Motor Vehicles

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses towel or sponge to dry motor vehicle.

S wipes car from top down.

S rinses sponge or towel after wiping each section.

S wipes bumpers, hubcaps and wheels last and explains the reason.

Safety Considerations: Wipe sharp metal edges on vehicle carefully to avoid bruises or cuts

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dry vehicle with towel or sponge from top down, (2) rinse towel or sponge after wiping each section, and (3) wipe bumpers, hubcaps and wheels last. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

AUTO-BODY COMPOUNDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Machine Compounding

AUTO-BODY COMPOUNDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S tapes all crowned surfaces before compounding.

S attaches clean compound pad to grinder.

S applies compound to small section of motor vehicle surface, for example, one-quarter of hood.

S holds grinder firmly with both hands and moves pad over compound-covered section in horizontal back-and-forth strokes.

S lifts grinder from vehicle surface and turns off grinder when compound has been rubbed from surface.

S applies more compound if necessary and repeats process until section is smooth.

S repeats process until entire vehicle surface has been compounded.

S cleans compound pad as often as necessary.

Safety Considerations: Wear safety goggles
Unplug grinder when not in use

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) tape all crowned surfaces before compounding, (2) attach clean compound pad to grinder when appropriate, (3) compound surface of vehicle, and (4) clean compound pad when necessary. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Buffing Motor Vehicle Surfaces AUTO-BODY COMPOUNDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S ties a clean buffing bonnet to compound pad on grinder, tying strings and tucking loose ends in back of rotator.

S selects a section of vehicle surface, such as one-half of hood, and squirts small amount of buffing fluid on surface.

S moves rotator lightly over surface to achieve desired gloss.

S repeats procedure until entire vehicle surface has been buffed.

Safety Considerations: Wear safety glasses when buffing
Unplug grinder when not in use

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) tie a clean buffing bonnet to compound pad and (2) buff surface of motor vehicle to desired gloss. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

AUTO-BODY COMPOUNDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

AUTO-BODY DISASSEMBLER AND ASSEMBLER

An Auto-Body Disassembler and Assembler

- performs the following major tasks:

  removes interior door trim, bumpers, exterior door moldings, fenders, winshield wipers, front grilles, headlights and taillights from motor vehicles

  reassembles and installs all parts removed from motor vehicles

- wears safety goggles and/or safety shoes when removing battery or when working under vehicle
- is required to have considerable strength and agility
- works usually alongside other workers
- works under informal supervision
- works in an environment that varies from a small cramped work area with fumes and dust in atmosphere to a large auto-repair shop with a high noise level; moves about or stands most of the time

TOPIC: Working in Automotive and Auto-Body Repair Occupations

AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various automotive trade areas which he has visited, seen on film or read about.

S describes how to guard against safety hazards when working in automotive and auto-body repair shops:

- Hold and use electrical equipment correctly; turn equipment off when not in use
- Wear face mask and safety goggles for protection against dust
- Do not brush against, strike or grab objects, to avoid injury from sharp metal edges
- Wear sturdy, oil-resistant shoes to avoid slipping on floors
- Wear face mask and safety goggles, use explosion-proof spray booth if possible, and do not smoke when working with toxic and explosive fumes

S discusses habits a worker must have in order to work safely and productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in automotive and auto-body repair occupations.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Hand Tools

AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing and Reinstalling Interior Door Trim

AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to identify make and year of motor vehicle.

S selects proper door-handle remover and other necessary tools to remove door handle and armrest from door.

S disassembles door handle and armrest, storing all removed parts in a suitable container.

S disconnects electric window switch.

S reconnects electric window switch and reinstalls armrest and door handle in reverse order of disassembly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify make and year of vehicle, (2) select proper tools, (3) disassemble door handle and armrest, storing all removed parts in a suitable container, (4) disconnect and reconnect electric window switch, and (5) reinstall armrest and door handle in reverse order of disassembly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing and Reinstalling Bumpers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S names bumper parts according to standard nomenclature.

S identifies various bolt, nut, and thread sizes--standard or national fine.

S selects various rachet, socket, extension, swivel, and speed handle sizes and other tools needed for bumper removal.

TOPIC: Removing and Reinstalling Bumpers (cont.) AUTO-BODY DISASSEMBLER AND ASSEMBLER

S explains procedures for jacking up motor vehicle safely with jack stands.

S explains that penetrating oils are used for easy removal of rusted-on bolts and nuts.

S uses penetrating oil if necessary.

S follows prescribed procedure in removal of bumper, placing removed parts in suitable container.

S reverses procedure for bumper reinstallation.

Safety Considerations: Support bumper and vehicle firmly before removing bumper
Wear safety goggles

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) name bumper parts, (2) identify various bolt, nut and thread sizes of parts to be removed, (3) select various rachet, socket, extension, swivel and speed handle sizes and other tools needed for bumper removal, (4) explain procedure used for jacking up vehicle safely with jack stands and follow other safety procedures, (5) determine whether use of penetrating oils is required, (6) follow prescribed procedure in removal of bumper, placing removed parts in suitable container, and (7) follow reverse procedure for bumper reinstallation. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing and Reinstalling Exterior Door Moldings and Hardware

AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies make and year of motor vehicle.

S determines whether disassembly of interior trim is necessary for removal of exterior door moldings and hardware and selects suitable container, or containers, for storage of removed parts.

S selects proper tools for removal and reinstallation of exterior door moldings, hardware and door handle.

S follows prescribed procedure for removal of parts.

S identifies clips, bolts and/or adhesive used for reinstallation of exterior moldings and hardware.

S reinstalls parts in reverse order of disassembly, making sure no parts are left over after completion of task.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify make and year of vehicle, (2) determine whether disassembly of interior trim is necessary for removal of exterior door moldings and hardware, (3) select proper tools for removal and reinstallation of exterior door moldings, hardware, and door handle, (4) follow prescribed procedure for removal of parts, (5) identify clips, bolts, and/or adhesive used in reinstallation of exterior moldings and hardware, and (6) reinstall parts in reverse order of disassembly, making sure no parts are left over after completion. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing and Reinstalling Bolted-on Fenders

AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects rachets, sockets and wrenches needed for fender removal.

S jacks up motor vehicle if necessary.

S applies penetrating oil, if needed, to facilitate removal of rusty nuts or bolts.

S removes exterior molding, headlight or bumper, if necessary, removing parts in appropriate sequence and storing them in suitable container.

S removes fender, storing attaching parts in container.

S installs new fender or replaces repaired fender and parts in reverse order of removal.

S aligns fender with door and hood.

Safety Considerations: Wear safety goggles when required
Be sure jack stand is holding vehicle securely
Wear safety shoes when required

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate tools for fender removal and reinstallation, (2) jack up vehicle if necessary, (3) apply penetrating oil, if needed, to facilitate removal of rusty nuts or bolts, (4) remove exterior molding, headlight or bumper if necessary, removing parts in appropriate sequence and storing them in suitable container, (5) remove fender, storing attaching parts in container, (6) install new fender or replace repaired fender in reverse order of removal, and (7) align fender properly with door and hood. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing and Reinstalling Windshield Wipers

AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains the difference between electric and vacuum-type windshield wipers.

S explains various methods and appropriate tools used to secure windshield wiper arms to windshield wiper transmissions – bolted, pressed on, etc.

S determines whether windshield wiper arm replacement is necessary and, if so, replaces windshield wiper arm.

S explains different methods used to secure rubber windshield wiper blade to windshield wiper arm.

S removes wiper blade and securely replaces it with new one.

S tests replacement.

S reinstalls windshield wiper arm and blade assembly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain difference between electric and vacuum-type windshield wipers, (2) select appropriate tools for removal and reinstallation of windshield wiper arm and blade, (3) determine whether windshield wiper arm replacement is necessary, and, if so, replace windshield wiper arm, (4) replace wiper blade securely, and (5) follow prescribed procedure for testing the replacement. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing and Replacing Front Grilles AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S determines whether bumper, battery or headlights must be removed before removing front grille.

S selects appropriate tools and removes bumper, battery or headlights, if necessary.

S identifies parts of front grille that must be replaced.

S selects appropriate tools, including pop rivet gun if required, for removal of grille parts, observing all safety measures.

S removes parts of grille that must be replaced.

S replaces all previously removed parts in appropriate sequence.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) determine which parts of front grille must be replaced and whether bumper, battery or headlight must be removed first, (2) select proper tools for removal of parts, (3) follow prescribed procedure for removal and appropriate safety precautions, (4) replace appropriate grille parts, and (5) replace all other parts previously removed. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing and Reinstalling Headlights AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies headlight parts according to standard nomenclature.

S explains difference between adjusting screws and securing screws that hold headlight in place.

S explains difference between a six-volt and a twelve-volt electrical system.

S selects appropriate screwdrivers, spring holders and other hand tools.

S follows prescribed procedure for removal of headlight parts, storing them in suitable container.

S removes and replaces a sealed beam unit, testing it before final assembly.

S adjusts and aligns headlight beam.

S replaces all removed parts after testing and adjusting beam.

Safety Considerations: Avoid sharp edges
Wear gloves when removing broken headlight

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify headlight parts, (2) determine whether electrical system is a six- or twelve-volt system, (3) select appropriate screwdrivers, spring holders and other tools, (4) follow prescribed procedure for removal of headlight parts, (5) remove and replace a sealed beam unit, testing it before final assembly, (6) adjust and align headlight beam to a prescribed degree, and (7) replace all removed parts after beam has been tested and adjusted. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing and Reinstalling Taillights AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies taillight parts according to standard nomenclature.

S determines which parts to remove before taillights can be replaced.

S selects appropriate tools, such as rachets, deep sockets, shallow sockets and other hand tools.

S explains difference between single- and double-filament bulbs.

S removes socket and bulb.

S explains purpose of numbers located on brass portion of bulb and demonstrates ability to select appropriate bulb.

S follows prescribed procedure for removal and storage of parts.

S replaces bulb, testing it before final assembly of taillight.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify taillight parts, (2) determine which parts to remove before taillights can be replaced, (3) select appropriate tools, (4) explain difference between single- and double-filament bulbs, (5) remove socket and bulb, (6) explain purpose of numbers on bulbs and demonstrate ability to select appropriate bulb, (7) follow prescribed procedure for removal and storage of parts, and (8) replace bulb, testing it before final assembly of taillight. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress AUTO-BODY DISASSEMBLER AND ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

AUTO-BODY MASKER

An Auto-Body Masker

- performs the following major tasks:

  applies masking paper and tape to door windows, windshields, chrome moldings, door handles and antennas

  installs canvas wheel covers

- works usually independently of other workers
- works under informal supervision
- works in an environment that varies from a small cramped work area with fumes and dust in atmosphere to a large auto-repair shop with a high noise level; moves about or stands most of the time

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TOPIC: Working in Automotive and Auto-Body Repair Occupations

AUTO-BODY MASKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various automotive trade areas which he has visited, seen on film or read about.

S describes how to guard against safety hazards when working in automotive and auto-body repair shops:

- Hold and use electrical equipment correctly; turn equipment off when not in use
- Wear face mask and safety goggles for protection against dust
- Do not brush against, strike or grab objects, to avoid injury from sharp metal edges
- Wear sturdy, oil-resistant shoes to avoid slipping on floors
- Wear face mask and safety goggles, use explosion-proof spray booth if possible, and do not smoke when working with toxic and explosive fumes

S discusses habits a worker must have in order to work safely and productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in automotive and auto-body repair occupations.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Refilling Masking Machines with Tape and Paper

AUTO-BODY MASKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects suitable masking tape and masking paper to refill machine.

S chooses appropriate tools for disassembly of masking machine.

S disassembles masking machine, using screwdriver and pliers.

S refills machine, using suitable masking tape and paper.

S aligns paper and tape properly.

S reassembles machine, tightening all screws and wing nuts.

S tests machine for smooth operation.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select suitable masking tape and masking paper to refill machine, (2) choose appropriate tools for disassembly of masking machine, (3) disassemble masking machine,(4) refill machine, using suitable masking tape and paper, (5) align paper and tape properly, (6) reassemble machine, tightening all screws and wing nuts, and (7) test machine for smooth operation. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Masking Door Windows

AUTO-BODY MASKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S designates area to be masked.

S uses suitable masking tape to outline area to be masked.

S carefully avoids covering any part of area to be painted.

S applies tape to corners and other areas without tearing or stretching it.

S pulls from masking machine appropriate amount of paper with which to cover door window.

S applies paper to area outlined with tape.

S folds paper if overly long.

S applies lower sheet of paper first if two sheets must be applied.

S fastens with tape loose ends of paper and covers all seams.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) designate area to be masked, (2) use suitable masking tape to outline area to be masked, (3) avoid covering any part of area to be painted, (4) apply tape to corners and other areas without tearing or stretching it, (5) pull appropriate amount of paper from masking machine, (6) apply paper to area outlined with tape, (7) fold paper if overly long, (8) apply lower sheet first if two sheets must be applied, and (9) fasten loose ends of paper and cover all seams. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Masking Windshields

AUTO-BODY MASKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S designates area to be masked.

S removes windshield wiper arms and blades.

S uses suitable masking tape to outline area to be masked.

S carefully avoids covering any part of area to be painted.

S applies tape to corners and other areas without tearing or stretching it.

S pulls from masking machine appropriate amount of paper with which to cover entire windshield.

S applies paper to area outlined with tape.

S folds paper if overly long.

S applies lower sheet first if two sheets must be applied.

S fastens with tape loose ends of paper and covers all seams.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) designate area to be masked, (2) remove windshield wiper arms and blades, (3) use suitable masking tape to outline area to be masked, (4) avoid covering any part of area to be painted, (5) apply tape to corners and other areas without tearing or stretching it, (6) pull appropriate amount of paper from masking machine, (7) apply paper to area outlined with tape, (8) fold paper if overly long, (9) apply lower sheet first if two sheets must be applied, and (10) fasten loose ends of paper and cover all seams. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Masking Chrome Moldings

AUTO-BODY MASKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S designates area to be masked.

S selects suitable masking tape.

S tapes moldings, using suitable lengths of tape.

S carefully avoids covering any section of area to be painted.

S bends tape around ends of moldings.

S folds tape down after application.

S tapes each molding with separate pieces of tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) designate area to be masked, (2) select appropriate masking tape, (3) tape moldings, using suitable lengths of tape, (4) avoid covering any section of area to be painted, (5) bend tape around ends of moldings, (6) fold tape down after application, and (7) tape each molding with separate pieces of tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Masking Door Handles

AUTO-BODY MASKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S designates area to be masked.

S selects suitable masking tape.

S applies tape, beginning with section closest to area to be painted.

S applies individual pieces of tape to door handle instead of covering it with one continuous piece of tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) designate area to be masked, (2) select suitable masking tape, (3) apply tape, beginning with section closest to area to be painted, and (4) apply individual pieces of tape to door handle instead of covering it with one continuous piece of tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Covering Wheels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls canvas wheel cover over each wheel to be covered.

S makes sure that wire spring band snaps cover securely into place.

S removes wheel covers when painting has been completed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cover wheels in preparation for painting and (2) remove wheel covers when painting has been completed. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Masking Antennas

AUTO-BODY MASKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S designates area to be masked.

S selects suitable masking tape.

S applies tape in a circular direction over entire chrome base of antenna, beginning with section closest to area to be painted.

S covers antenna rod with rubber hose.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) designate area to be masked, (2) select suitable masking tape, (3) apply tape in circular direction over entire chrome base of antenna, beginning with section closest to area to be painted, and (4) cover antenna rod with rubber hose. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress

AUTO-BODY MASKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

An Auto-Body Sander

- performs the following major tasks:

  sands motor vehicle surfaces with disc sander

  sands vehicle surfaces manually with sanding board and sanding block

  sands wet vehicle surfaces manually

- wears mask and safety goggles when sanding
- works usually independently of other workers
- works under informal supervision
- works in an environment that varies from a small cramped work area with fumes and dust in atmosphere to a large auto-repair shop with a high noise level; moves about or stands most of the time

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TOPIC: Working in Automotive and Auto-Body Repair Occupations

AUTO-BODY SANDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various automotive trade areas which he has visited, seen on film or read about.

S describes how to guard against safety hazards when working in automotive and auto-body repair shops:

- Hold and use electrical equipment correctly; turn equipment off when not in use
- Wear face mask and safety goggles for protection against dust
- Do not brush against, strike or grab objects, to avoid injury from sharp metal edges
- Wear sturdy, oil-resistant shoes to avoid slipping on floors
- Wear face mask and safety goggles, use explosion-proof spray booth if possible, and do not smoke when working with toxic and explosive fumes

S discusses habits a worker must have in order to work safely and productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in automotive and auto-body repair occupations.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

AUTO-BODY SANDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wearing Protective Masks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses need for wearing a protective mask when sanding or when spraying with chemicals or paints.

S puts on mask, making sure it covers face snugly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain need for wearing protective mask when sanding, or when spraying with chemicals or paints, and (2) put on mask correctly, making sure it covers face snugly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Block Sanding

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects appropriate grade of sandpaper.

S folds piece of sandpaper around rubber sanding block, securing paper to studs on back of block.

S sands puttyed areas carefully to avoid dislodging putty.

S sands surface a section at a time in a horizontal or circular motion.

S feathers edges, explaining that area is properly sanded when repaired area and adjacent metal surface are uniformly smooth.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate grade of sandpaper, (2) fold sandpaper around rubber sanding board, (3) sand surface a section at a time in a horizontal or circular motion, and (4) feather edges of repaired area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Hand-Sanding Wet Surfaces

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses water-soaked sponge to wet surface of motor vehicle before sanding.

S selects appropriate grade of sandpaper, folding sheet into three segments.

S holds sandpaper between thumb and forefinger, keeping fingers together and extended over section of paper with which to sand surface of motor vehicle.

TOPIC: Hand-Sanding Wet Surfaces (cont.)

S sands surface a section at a time in a circular motion.

S wets surface during sanding when appropriate.

S turns sandpaper when its surface becomes worn.

S explains that motor vehicle surface is properly sanded when all scratches have been removed.

S uses squeegee to wipe water from sanded surface at appropriate intervals to determine whether area is smooth.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wet surface before sanding, (2) select appropriate grade of sandpaper, (3) sand surface a section at a time in a circular motion, (4) wet surface during sanding when appropriate, (5) turn sandpaper when its surface becomes worn, and (6) use squeegee to wipe water from sanded motor vehicle surface at appropriate intervals to determine whether surface is smooth. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sanding with Hand-Sanding Boards

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S designates area to be sanded.

S selects a manufactured or hand-constructed hand-sanding board of a size large enough to overlap repaired area.

S selects appropriate grade of sandpaper to wrap securely around sanding board.

TOPIC: Sanding with Hand-Sanding Boards (cont.) AUTO-BODY SANDER

S holds sanding board flat against repaired plastic surface, making sure board overlaps adjacent metal surface.

S sands plastic surface in a horizontal back-and-forth motion, following contour of metal surface when sanding area.

Safety Considerations: Wear protective mask and safety goggles

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) designate area to be sanded, (2) select appropriate hand-sanding board, (3) wrap appropriate grade of sanding paper securely around board, (4) hold board flat against repaired surface, and (5) sand repaired surface in back-and-forth motion. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sanding with Disc Sanders

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S designates area to be sanded.

S plugs in disc sander, and turns it on.

S holds handle of sander firmly with both hands.

S presses sander against surface, making sure that only about 1-1/2 inches of 9-inch disc sander touch motor vehicle surface.

S moves sander over surface in a horizontal back-and-forth motion until metal shows evenly throughout area.

TOPIC: Sanding with Disc Sanders (cont.)

S sands entire designated area.

S keeps sander pressed against motor vehicle surface while turning sander off.

Safety Considerations: Tuck in all loose clothing
Wear safety goggles
Pull out electrical plug always when sander is not in use

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) designate area to be sanded, (2) turn on disc sander, (3) hold handle of sander firmly with both hands, (4) press sander against surface, (5) move sander over surface in a horizontal back-and-forth motion, (6) sand entire designated area evenly, and (7) keep sander pressed against motor vehicle surface while turning sander off. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Installing Sander Discs

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes worn disc by loosening and removing center bolt.

S selects sander disc of appropriate grade after checking grit number on back of disc.

S attaches disc to metal plate, tightening center bolt on disc.

S wraps cord around handle of sander before storing it in appropriate place.

Safety Considerations: Unplug cord or air hose when installing disc or when machine is not in use

TOPIC: Installing Sander Discs (cont.) AUTO-BODY SANDER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove worn disc, (2) select disc of appropriate grade, and (3) install disc. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress

AUTO-BODY SANDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

BUILDING MAINTENANCE CLEANER

A Building Maintenance Cleaner

- performs the following major tasks:

  works with chemical cleaning agents

  sweeps and mops floors

  scrapes floors and wood surfaces with hand scraper or machine scraper

  cleans washrooms

  maintains stock rooms

  maintains building grounds

  maintains railroad sidings

- works usually alone, but occasionally in cooperation with other workers
- works under informal supervision
- works under varying climatic conditions, in an environment that varies from large, noisy, crowded stock or manufacturing areas to large buildings, outdoor parking lots, grassy grounds and indoor or outdoor railroad sidings; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping Floors and Wood Surfaces

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S checks whether hand scraper is properly sharp.

S correctly positions hand scraper on a wood surface and pushes it with the proper pressure in the direction of the grain.

S puts on a respirator and explains why its use is necessary when working with a machine scraper.

S moves the machine evenly over the wood surface in the direction of the grain to prevent ridges and other irregularities from forming.

Safety Considerations: Use respirator when working with a machine scraper

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to scrape floors and other wood surfaces to the prescribed finish with (1) a hand scraper and (2) a machine scraper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Washrooms

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washrooms require thorough daily cleaning to keep them sanitary.

S scrapes gum or other hardened debris from floor with putty knife.

S sweeps floor with soft hair broom, then sweeps dust into dustpan with broom and deposits dust in wastebasket.

S refills appropriate dispensers with paper towels, soap or toilet paper. S opens paper containers carefully to avoid dropping prefolded paper towels.

S wipes marks and smudges off walls and other surfaces with damp sponge and wall cleaner.

S cleans mirrors and windows with a liquid cleaner or a spray cleaner and cloth.

S wears rubber gloves to protect hands while cleaning sinks, toilet bowls, urinals and floor.

S cleans washbasins with cloth and cleaning agent.

S scrubs toilet bowls and urinals with brush and disinfectant cleaner.

S mops floor with disinfectant cleaner, then rinses thoroughly.

Safety Considerations: Wear gloves when using abrasive cleaning agents
Rinse immediately if cleaner touches eyes or skin

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to maintain washrooms. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Mobile Refuse Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the principle differences among the various types of commonly used mobile refuse carts.

S loads and empties several carts, cleaning spillage.

S safely moves loaded cart through a previously set-up path, including an aisle and doorway, around a corner, and over a ramp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load, (2) empty, and (3) move refuse carts under various conditions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Stock Rooms

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper method of keeping different items free of dust and handling marks by using protective bags, boxes and dustcloths.

S explains that boxes, cans and other items are arranged and stored by size, label or similar category because this improves appearance and facilitates selection.

S rearranges items for easy accessibility and categorization in class or stock room.

S works on individual categories, using his judgment as to placement.

S explains necessity of keeping floor free of discarded boxes, bags and cartons for reasons of safety and general appearance.

S demonstrates use of brush and dustpan to sweep floor dirt and use of duster to keep shelves free of dust. S discards refuse and dirt in proper container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) keep merchandise free of dust and handling marks, (2) arrange items by category for improved appearance and quick selection, (3) dust shelves, and (4) sweep floor and remove discarded items. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Sales and Display Areas

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S rakes gravel or other areas, using correct body motions.

S specifies why rake is used for this task.

S picks up debris with a square shovel and puts debris in a pail or plastic bag.

S points out why he is using a shovel and pail or a plastic bag.

S sweeps a walk with a stiff bristle broom.

S discusses why he is using a broom.

S hoses a walk with a garden hose.

S indicates why hose is effective for this task.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain a sales and display area by (1) raking gravel, (2) picking up debris, and (3) sweeping and hosing walks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Raking Flower Beds, Walks and Gravel

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses when to use an iron rake, a fan rake or wood rake.

S demonstrates proper body motion for working with different rakes.

S explains method used for raking flower beds, walks and gravel.

S selects proper tool and demonstrates debris gathering and removal required when smoothing gravel, raking leaves and loosening soil.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select proper implement and (2) rake flower beds, walks and gravel. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Hosing Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why it is necessary to sweep floors and walks thoroughly with heavy bristle broom before hosing them with strong spray.

S sweeps floors and walks with bristle broom.

S hoses cleaned area with concentrated spray. S directs spray toward drain location, removing remaining dust from floor or walk. If there is no drain, S hoses dust away from center of floor or walk, directing spray at least six feet ahead of him to avoid being splashed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) hose floors and walks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Insecticides and Chemicals BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers for insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully because plastic containers can be punctured or glass jars broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S leaves caps on containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that have come in contact with chemicals, and demonstrates correct technique of washing body parts, especially eyes, that have been exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals tolerate freezing temperatures.

Safety Considerations: Wash exposed body areas that have come in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Parking Areas

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that a parking lot must be kept clean and free of hazardous materials, such as broken glass and nails, to prevent damage to tires and preserve a neat appearance.

S scrapes gum and similar hardened materials from tar and cement surfaces, checking for and removing nails, pins, cans, bottles, etc. S, with a group if necessary, sweeps parking lot with wide bristle broom, using short, firm strokes. S sweeps debris onto shovel and carefully deposits it in waste container. S does not sweep debris into drains to avoid clogging them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain a parking area by (1) scraping gum and similar hardened materials from tar and cement surfaces, (2) checking for and removing sharp objects, (3) sweeping area, and (4) removing debris. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Building Grounds

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that grounds must be carefully maintained because litter, such as containers and broken glass, is hazardous and unsightly.

S demonstrates how to pick up wastepaper with a dowel stick to which a nail has been affixed and deposit wastepaper in a portable container. S explains importance of always pointing stick toward ground.

S explains that some maintenance work may be seasonal.

TOPIC: Maintaining Building Grounds (cont.) BUILDING MAINTENANCE CLEANER

S demonstrates, depending on the season, how to maintain grounds by mowing a lawn with a lawn mower, raking leaves with a rake or gas-powered leaf sweeper, or removing snow with a shovel or snow blower.

Safety Considerations: Always point stick toward ground
Do not overload shovel with heavy wet snow
Maintain control over power equipment

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain grounds. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Railroad Sidings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that many industrial and commercial buildings have railroad sidings on or near their premises and that these areas must be cleaned regularly to allow safe entrance and exit of freight cars.

S, wearing work gloves, polices a railroad siding. S picks up glass, cans and other refuse, then deposits them in waste container. S takes care to avoid stumbling when walking near rails and ties because injuries can result from falling onto trap rock base.

Safety Considerations: Do not police area when train is moving on siding

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain area around railroad sidings by (1) collecting and (2) disposing of refuse. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Polisher and Get-Ready Man

- performs the following major tasks:

  washes and dries motor vehicles manually

  waxes and polishes motor vehicles manually

  cleans interiors of motor vehicles

- works usually independently of other workers
- works under informal supervision
- works in an environment that varies from a small cramped work area to a large auto-repair shop with a high noise level; moves about or stands most of the time

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TOPIC: Working in Automotive and Auto-Body Repair Occupations

POLISHER AND GET-READY MAN

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various automotive trade areas which he has visited, seen on film or read about.

S describes how to guard against safety hazards when working in automotive and auto-body repair shops:

- Hold and use electrical equipment correctly; turn equipment off when not in use
- Wear face mask and safety goggles for protection against dust
- Do not brush against, strike or grab objects, to avoid injury from sharp metal edges
- Wear sturdy, oil-resistant shoes to avoid slipping on floors
- Wear face mask and safety goggles, use explosion-proof spray booth if possible, and do not smoke when working with toxic and explosive fumes

S discusses habits a worker must have in order to work safely and productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in automotive and auto-body repair occupations.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Preparing to Wash Motor Vehicles Manually

POLISHER AND GET-READY MAN

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S readies required equipment, such as water pail, sponge, hose, and appropriate soap.

S measures proper amount of soap to add to pail.

S adds soap to pail.

S fills pail with warm water.

S makes sure that all windows of motor vehicle are closed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) ready required washing equipment, (2) measure proper amount of soap to add to pail, (3) add soap to pail, (4) fill pail with warm water, and (4) make sure that all windows of motor vehicle are closed. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Washing Motor Vehicles Manually

POLISHER AND GET-READY MAN

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S hoses surface of motor vehicle.

S applies sudsy water to roof of motor vehicle, making sure always to wash vehicles from top down.

S rinses roof.

S continues to wash motor vehicle doing hood and front fenders next.

S rinses each section as it is cleaned.

S washes trunk lid and rinses.

S washes and rinses bumpers, hubcaps and wheels last, explaining that these areas are the most heavily soiled.

Safety Considerations: Walk carefully on slippery floors
Avoid getting soap in eyes
Wipe sharp metal edges on vehicle carefully to avoid bruises or cuts

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to wash vehicle manually by (1) first wetting its entire surface, (2) working from top down, and (3) rinsing each section after it has been cleaned. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Drying Washed Motor Vehicles

POLISHER AND GET-READY MAN

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses towel or sponge to dry motor vehicle.

S wipes car from top down.

S rinses sponge or towel after wiping each section.

S wipes bumpers, hubcaps and wheels last and explains the reason.

Safety Considerations: Wipe sharp metal edges on vehicle carefully to avoid bruises or cuts

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dry vehicle with towel or sponge from top down, (2) rinse towel or sponge after wiping each section, and (3) wipe bumpers, hubcaps and wheels last. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Hand-Waxing and Polishing Motor Vehicles — POLISHER AND GET-READY MAN

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S makes sure that freshly washed and dried vehicle is not standing in direct sunlight.

S waxes vehicle, beginning with vehicle roof.

S uses a damp cloth to apply liquid or nonliquid wax to surface of roof, covering approximately an 18-inch area.

S rubs waxed surface, using a buffing cloth, to a high uniform gloss after wax has dried.

S waxes and polishes entire vehicle, following above procedure.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wax vehicle after determining that it is not standing in direct sunlight, (2) apply wax to small sections at a time beginning with roof of vehicle, and (3) rub surface to high, uniform gloss after wax has dried. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Cleaning Interiors of Motor Vehicles

POLISHER AND GET-READY MAN

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S empties ashtrays and sweeps loose dirt from floor of motor vehicle.

S vacuums upholstery and floor.

S dusts dashboard and all other metal, plastic and glass surfaces, using cloth.

S reports discovery of any damage in interior of motor vehicle to supervisor.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) empty ashtrays, (2) sweep loose dirt from floor, (3) vacuum upholstery and floor, (4) dust dashboard and other surfaces, and (5) report any damage to supervisor. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress

POLISHER AND GET-READY MAN

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

WRECKING-YARD HELPER

A Wrecking-Yard Helper

- performs the following major tasks:

  removes reusable parts and components, such as bumpers, fenders, hardware, radiators, generators, interior and exterior trim, wheels, and brake drums from wrecked motor vehicles

- is required to have considerable strength and agility
- works occasionally in combination with other workers
- works under informal supervision
- works outdoors under varying climatic conditions, in a hazardous environment of protruding jagged metal, broken glass, heavy unstable auto parts, and slippery footing; moves about or stands most of the time

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TOPIC: Working in Auto-Wrecking Yards

WRECKING-YARD HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes working environment and working conditions of auto-wrecking yards.

S describes hazards of auto-wrecking yards, including the dangers of sharp, jagged metal edges and electrical cutting equipment.

S explains necessary safety precautions for guarding against these hazards:

- Do not strike or brush against jagged sharp edges
- Wear work gloves
- Hold and use electrical equipment correctly
- Unplug electrical equipment and store in proper place when not in use

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in auto-wrecking yards.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Hand Tools

WRECKING-YARD HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Interior Door Trim

WRECKING-YARD HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to identify make and year of motor vehicle.

S selects proper door-handle remover and other necessary tools to remove door handle and armrest from door.

S disassembles door handle and armrest, storing all removed parts in a suitable container.

S disconnects electric window switch.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify make and year of motor vehicle, (2) select proper tools, (3) disassemble door handle and armrest storing all removed parts in a suitable container, and (4) disconnect electric window switch. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Bumpers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S names bumper parts according to standard nomenclature.

S identifies various bolt, nut, and thread sizes–standard or national fine.

S selects various rachet, socket, extension, swivel, and speed handle sizes and other tools needed for bumper removal.

S explains procedures for jacking up motor vehicle safely with jack stands.

S explains that various penetrating oils are used for easy removal of rusty bolts and nuts.

S uses penetrating oil if necessary.

S follows prescribed procedure in removal of bumper.

Safety Considerations: Support bumper and vehicle firmly before removing bumper
Wear safety goggles

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) name bumper parts, (2) identify various bolt, nut and thread sizes, (3) select various rachet, socket, extension, swivel and speed handle sizes and other tools needed for bumper removal, (4) explain procedures for jacking up vehicle safely and follow other safety procedures, (5) determine whether use of penetrating oils is required, and (6) follow prescribed procedure in removal of bumper, placing removed parts in suitable container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Exterior Door Moldings and Hardware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies make and year of motor vehicle.

S determines whether disassembly of interior trim is necessary for removal of exterior door molding and hardware, and selects suitable container, or containers, for storage of removed parts.

S selects proper tools for removal of exterior door molding, hardware and door handle.

S follows prescribed procedure for removal of parts.

TOPIC: Removing Exterior Door Moldings and Hardware (cont.) WRECKING-YARD HELPER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify make and year of motor vehicle, (2) determine whether disassembly of interior trim is necessary for removal of exterior door molding and hardware, (3) select proper tools for removal of exterior door molding, hardware and door handle, and (4) follow prescribed procedure for removal of parts. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Bolted-on Fenders

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects rachets, sockets and wrenches needed for fender removal.

S jacks up motor vehicle if necessary.

S applies penetrating oil if needed, to facilitate removal of rusty nuts or bolts.

S removes exterior molding, headlight or bumper if necessary, in appropriate sequence, storing them in suitable container.

S removes fender, storing attaching parts in container.

Safety Considerations: Wear safety goggles when required
Make sure jack stand is holding vehicle securely
Wear safety shoes when required

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate tools for fender removal, (2) jack up motor vehicle if necessary, (3) apply penetrating oil if needed, (4) remove exterior molding, headlight or bumper, if necessary, and (5) remove fender, storing attaching parts in container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Windshield Wipers WRECKING-YARD HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains the difference between electric and vacuum-type windshield wipers.

S explains various methods and appropriate tools used to remove windshield wiper arms from windshield wiper transmissions–bolted, pressed on, etc.

S removes windshield wiper arm.

S explains the different methods used to remove rubber windshield wiper blade from windshield wiper arm.

S removes wiper blade.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate tools, (2) remove windshield wiper arm, and (3) remove windshield wiper blade. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Front Grilles

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S determines whether bumper, battery or headlights must be removed before removing front grille.

S selects appropriate tools and removes bumper, battery or headlights, if necessary.

S selects appropriate tools including pop rivet gun if needed, for removal of grille, observing all safety precautions.

S removes front grille.

TOPIC: Removing Front Grilles (cont.) WRECKING-YARD HELPER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) determine whether bumper, battery or headlights must be removed before removing front grille, (2) select appropriate tools and equipment, and (3) remove front grille and attaching parts, following prescribed procedure and safety precautions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Headlights

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies headlight parts according to standard nomenclature.

S explains difference between adjusting screws and securing screws that hold headlight in place.

S explains the difference between a six-volt and a twelve-volt electrical system.

S selects appropriate screwdrivers, spring holders and other hand tools.

S follows prescribed procedure for removal of headlight parts, storing them in suitable container.

S removes a sealed beam unit.

Safety Considerations: Avoid sharp edges
Wear gloves and safety goggles when removing broken headlight

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify headlight parts, (2) determine whether motor vehicle has a six- or twelve-volt electrical system, (3) select appropriate screwdrivers, spring holders and other tools, (4) follow prescribed procedure for removal of headlight parts, and (5) remove a sealed beam unit. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Taillights

WRECKING-YARD HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies taillight parts according to standard nomenclature.

S determines which parts to remove before taillights can be disassembled.

S selects appropriate tools, such as rachets, deep sockets, shallow sockets and other hand tools.

S explains difference between single- and double-filament bulbs.

S removes socket and bulb.

S explains purpose of numbers located on brass portion of bulb, pointing out their difference.

S follows prescribed procedure for removal and storage of parts.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify taillight parts, (2) determine which parts to remove before disassembling taillights, (3) select appropriate tools for disassembly, (4) explain difference between single- and double-filament bulbs, (5) explain purpose of numbers on brass portion of bulb, pointing out difference, and (6) remove taillights, and store parts. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Radiators

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects appropriate tools, such as rachets and socket wrenches.

S disconnects hoses that connect radiator to engine block.

S applies penetrating oil to rusty bolts if necessary.

S disconnects upper and lower bolts holding radiator.

S removes radiator, following prescribed procedure.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate tools, such as rachets and socket wrenches, (2) disconnect hoses that connect radiator to engine block, (3) apply penetrating oil to rusty bolts if necessary, (4) disconnect upper and lower bolts holding radiator, and (5) remove radiator. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Generators/Alternators

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects socket wrenches, open-ended wrenches, cutting pliers and penetrating oil needed for removal of a generator/alternator.

S opens hood, securing it safely in open position.

S removes fan belt if it is still attached.

S applies penetrating oil, if necessary, before loosening and removing bolts.

S loosens and removes quadrant and bracket bolts.

S holds generator/alternator with one hand when removing bolts.

S removes generator/alternator.

TOPIC: Removing Generators/Alternators (cont.) WRECKING-YARD HELPER

Safety Considerations: Support generator/alternator with one hand when removing bolts that hold generator/alternator in place, to avoid injury or motor vehicle damage

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate tools, (2) open hood, securing it safely, (3) remove fan belt if still attached, (4) apply penetrating oil if necessary, (5) hold generator/alternator with one hand when removing bolts, and (6) remove generator/alternator. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Starters

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects socket, open-ended wrenches and penetrating oil needed for removal of starter.

S disconnects battery.

S jacks up motor vehicle if necessary, placing blocks under it to assure stability.

S slides under vehicle to remove starter.

S unbolts starter cable.

S applies penetrating oil, if necessary, before loosening and removing bolts that hold starter in place.

S holds starter with one hand when removing bolts.

S removes starter.

Safety Considerations: Hold starter with one hand, to avoid injury when removing attaching bolts

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate tools, (2) disconnect battery, (3) jack up vehicle if necessary, placing blocks under it to assure stability, (4) unbolt starter cable, (5) apply penetrating oil if necessary before removing bolts, (6) hold starter with one hand when removing bolts, and (7) remove starter. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Hoods

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects appropriate wrenches.

S lifts hood and carefully disengages two hood springs.

S removes all hinge bolts, applying penetrating oil if necessary.

S removes hood.

Safety Considerations: Wear gloves
Remove springs carefully to avoid injury

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) lift hood, carefully disengaging two hood springs, (2) remove all hinge bolts, applying penetrating oil if necessary, and (3) remove hood. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Wheels

WRECKING-YARD HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects appropriate tools and equipment for removal of wheels.

S removes hubcap.

S raises motor vehicle, using appropriate equipment to facilitate removal of wheel.

S determines whether threaded lug fasteners holding wheel to hub are right- or left-hand threads.

S loosens lug fasteners and removes wheel.

Safety Considerations: Do not remove wheels until weight of vehicle is safely supported by appropriate equipment

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) raise vehicle, using appropriate equipment, (3) remove hubcap, (4) loosen lug fasteners, unscrewing them in appropriate direction, and (5) remove wheel safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Removing Brake Drums

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects hydraulic jack, power- or hand-lug wrench, dust-cap remover and pliers.

S raises safely front or rear of motor vehicle as required.

S removes wheel.

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S removes dust cap from hub.

S removes cotter pin from spindle.

S removes castellated nut, tongue washer, and outer bearing from hub.

S removes brake drum from spindle.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to remove brake drum. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress WRECKING-YARD HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.